

AN ANALYSIS OF THE WRITTEN GRAMMATICAL ERRORS BY USING DESCRIPTIVE TEXT IN THE SIXTH SEMESTER STUDENTS' AT PASIFIK UNIVERSITY OF MOROTAI

By:

Noviyanti Hakim

Lecturer of Pasifik University of Morotai
noviyanti.hakim29@gmail.com

Abstract

Error Analysis is one of the major topics in the field of second language acquisition research. Error is a deviation from the adult grammar of a native speaker. Errors made by the learners may give contribution in understanding the process of second language acquisition. An error analysis has some contributions to the teaching and learning process. Writing is the most difficult one for all language users whether the language is the first, second, or foreign language, because writing is an extremely complex cognitive activity. In this study focus on the descriptive qualitative that analyze and to classify the types of students' grammatical errors in essays descriptive paragraph. The objective are (1) What errors were identified in the students' essays?, (2) What grammatical rules were applied to justify the corrections made?, (3) How frequent were the errors committed in the essays?. The researcher took 23 students as the sample size. The results showed that using error analysis can be improved students' in understanding the basic grammar rules. Improvement basic grammar rules such as subject and verb agreement, word usage, sentence fragment, verb tense, spelling, punctuation, pronouns, use of article and linking verbs, adjective. The knowledge about grammar or structure factors also have big rule in writing because a sentence will be meaningful if it is arranged in right patterns. Moreover, the students should know and understand about the basic grammar rules.

Key word: *error analysis, descriptive, grammatical errors.*

INTRODUCTION

Being able to communicate effectively is the most important of all life skills. The ability to communicate information accurately. Clearly and as intended, is a vital life skill and something that should not be overlooked. However, writing and speaking following correct grammar are not as easy as expected. The purpose of good grammar is to ensure that what you write is correctly comprehended and is easy and enjoyable to read. Writing involve a language production; therefore, they are referred as productive skills. Listening and reading involve receiving messages, therefore, they are referred as receptive skills. Richards, J. C and Renanda, W.A. (2002) states that writing is the most difficult skill for second language

learners to master. The skills involved in writing are highly complex, though that writing is far from a simple matter of transcribing language into written symbols. In learning English as a foreign language, writing is categorized as one of the hardest and difficult skills because it requires grammatical accuracy, punctuation, capitalization, spelling, and vocabulary. It is a means of expressing thoughts, ideas, and feelings. From the explanation above, it is clear that students are expected to be able to write in any form, especially descriptive paragraph. The problem is that writing is the most difficult skill to be learned. Writing is complicated because the writer needs to do everything at once. The writer must produce words, sentences, paragraphs, and extended compositions all at the same time. In this study, using the basic grammar rules such as on punctuation, capitalization, spelling, subject and verb agreement, sentence fragment, verb usage, run-on sentence and use of article, the error analysis was conducted along with the giving of corrections/justifications why these errors were identified.

REVIEW OF LITERATURE

Error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching. Candling R. B (2001) considers error analysis as ‘the monitoring and analysis of learner’s language’. Writing “as a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic” (Ken Hyland, 2003). Errors are part of the learner inter language that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims toward full mastery (Jeremy Harmer, 2001). Error analysis as the study and analysis of the errors made by second language learners that errors are the flawed side or learner speech or writing. they are those parts of conversation or composition that deviate from some selected norm of mature language performance (Richards, J. C., Schmidt, R. 2002). Correcting error is done if there is some understanding of why the error occurred, thus error analysis is the study of errors to see what processes gave rise to them. error is a systematic deviation, when a learner has not learnt something and consistently get it wrong (Nation and Newton, 2001).

2.1 The Procedure of Error Analysis

There are some procedures of error analysis which come from some linguistic experts Ellis, Rod. (1997) concluded that the procedures of error analysis such as identifying errors, describing errors, explaining errors, evaluating errors. Where four procedures that was very

important and needed in the error analysis. Without one of the procedures, the analysis will be doing less truth. These procedures relate to each other, which in the error analysis, usually the step that should be done by the writer after identifying error is the writer should describe the overall error and should detail, this purpose is that the writer know clearly the frequency errors that the students made in using adjective in descriptive text writing, and also know the development of students in target language. After describing the error, the next step is the writer should explain and evaluate error, that's all meant that the writer know the types of errors the students make and the source of the reason why the students make error in descriptive text writing. and the final step is evaluating error, this purpose is that the writer can specify what should be emphasized or repaired to test result of the students in using descriptive text writing.

2.2 Types of Errors

There are several types of error. It consists of four items which are discussed further in this sub-chapter. They are parts of speech, sentence pattern, subject verb agreement and tense. These types of error were mostly made by the students.

2.3 Parts of speech

The sentence may be further divided according to the function is classified as a different part of speech. The words that form the central core of the sentence around which all the other words "cluster" are the parts of speech known as nouns (or pronoun) and verbs; the words that modify the central core words are the parts of speech called adjectives and adverbs; the words that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunction. Pronouns may occur before a verb, after a verb, after a preposition, or before a noun. Subject Verb Agreement. A verb must agree with its subject in number (singular or plural) and in person (first, second, third). When subject and verb are correctly matched. It can be said that they are grammatically agree. Meanwhile, "causes of error are mother tongue interference, overgeneralization, and error encouraged by teaching material and method" (Olasehinde, 2001). However, Brown (2002) adds communication strategies as the fourth sources of error. As mentioned previously, there are four sources of error in learning language.

a. Inter lingual error

Inter lingual error means errors attributed to the native language (L1). There are inter lingual errors when the learners first get language habits (pattern, system, or rules) which interfere or prevent the learners from acquiring the pattern and rules of the second language manifest

some degree of different form and some degree of similarity with the equivalent item in learning the first language.

b. Intra lingual error

Intra lingual errors are errors due to the misunderstanding of the language being learned (L2), independent of the native language

c. Context of learning

Context refers to the classroom situation that is built by both teacher and material. This situation can urge the learners to make faulty hypotheses about the language.

d. Communication strategies

Learners obviously use production strategy in order to enhance getting their message across. But at the same time these techniques can themselves become a source of error”.

RESEARCH METHODOLOGY

This research made use of the descriptive qualitative and quantitative methods to analyze the students’ error in the essays written in descriptive paragraph form. Qualitative type of research describes, reports and creates key concepts, theory and ideas. (Arikunto, 2006) defines descriptive research has not purpose to test the certain hypothesis, but just describe some variable and condition naturally. The procedures of error analysis was utilized by the researcher. Quantitatively, this study counted the number of errors and classified them according to the frequency of errors. In collecting the necessary data, the researcher evaluated the students’ essays. Louis (2007) thought that observation enables the researcher to gather data on: the physical setting, human setting, interactional setting, and program setting. The researcher interpreted the data using the basic grammar rules such as punctuation, capitalization, spelling, sentence fragment, verb tense, subject verb agreement, redundant of descriptors, article, linking verbs, pronoun, adjectives, punctuation as the justification of the error/s committed. The research analyzed the essays submitted by the sixth semester students at pasifik university of morotai. This study used statistical tools percentage to count the data. The percentage was used to determine the proportion of errors to the total number of errors and apply the ranking system in order to determine which are predominant and are less committed.

The formula is:

$$p = \frac{F}{N} \times 100$$

Where:

P = precentage

F = Frequency

N = total number of errors

THE FINDINGS AND DISSCUSION

In this section, presents discussion of the result and findings of the study. The result of investigation is presented in tabular forms with the corresponding interpretations, identification and corrections to answer the problems being sought for in this study.

Table 1: Result of error analysis students' essays

| Types of errors | Frequency of Error | Percentage |
|--|--------------------|-------------|
| Capitalization | 8 | 7.21% |
| Misplaced descriptors | 1 | 0.90% |
| Sentence Fragment/ Incompelete sentence | 16 | 14.41% |
| Verb Tense | 2 | 1.80% |
| Subject Verb Agreement | 18 | 16.22% |
| Redudant of descriptors | 8 | 7.21% |
| Word usage | 7 | 6.31% |
| Article | 6 | 5.41% |
| Use of Linking verb | 5 | 4.50% |
| Run on Sentences | 11 | 9.91% |
| Pronoun | 5 | 4.50% |
| Spelling | 16 | 14.41% |
| Adjectives | 3 | 2.70% |
| Punctuation | 5 | 4.50% |
| SUM | 111 | 100% |

The distribution of errors were as follows: subject and verb agreement, 16.22%, spelling, 14.41%; sentence fragment, 14.41%, run-on sentences, 9.91%, capitalization, 7.21%, redundant use of descriptors, with 7.21%, article, 5.41%, word usage, 4.5%, pronoun usage, 4.5%, punctuation, 4.5%, adjectives, 2.7%, errors on verb tense 1.8%, and misplaced descriptors, 0.9%. These findings more or less agree with the findings of a research entitled “Common Grammatical Errors in the English Essay Writing by 3rd Secondary Students in leading schools of Eastern UAE” that the most common grammatical errors found in students' essays were on capitalization, verb tense, subject and verb agreement, word order, prepositions, articles and plurality. Based from the analysis, many students made errors in subject and verb agreement.

Capitalization, students cannot decide whether an expression or word should be capitalized or not. Students use capital letter or not in a certain word or, it is simply said, it is out of the rule. Students also use the wrong capital letter in particular words. They did not put any capital letter at the beggining of the sentence, in the name of a person, place, and

abbreviation. In this case the students did not use capitalization. Misplaced descriptors. Similar to the previous findings, the error was on not being able to write sentences completely. Because of the flourishing ideas of the writer, sentence organization was affected.

| Errors | Types of Error | Justification | Correction |
|--|--|--|---|
| the gold leaf presents the flame of Freedom. | Capitalization error | Capitalization means writing a word with first letter as a capital letter. <i>"A sentence should begin with a capital letter."</i> | The gold leaf represents the flame of Freedom. |
| Amanda Manopo is beautiful and smart girl | Use of Descriptors | The word "girl" need not be used because Amanda Manopo refers to the girl already. | Amanda Manopo is beautiful and smart. |
| The school built January 21 st 1968. | Sentence Fragment/Incomplete Sentence. | In this sentence used verb 'to be' in the past such as 'was' | The school was built in January 21, 1968. |
| We spend almost the whole day boating. | Verb Tense | Use of tense, past tense of 'spend' is 'spent'. | We spent boating the whole day. |
| The rabbit have a two long ear. | Subject and Verb Agreement | "Fell" is the past tense of "fall" Have is the root VERB and is generally used alongside the PRONOUNS I / You / We / Ye and They and PLURAL NOUNS. Generally, have is a PRESENT TENSE word. Has is used alongside the PRONOUNS He / She / It and Who and SINGULAR NOUNS. | A rabbit has two, long ears. |
| Sultan Aji Sulaiman Airport is one of the best airport in the world. | use of adjective | "One of the" should be followed by a word that is plural in form. The adjectival clause "one of the " should be followed by a plural subject" | Sultan Aji Sulaiman is one of the best airports in the world. |

A sentence fragment is a group of words that is only part of a sentence and does not express a complete thought. Usually sentence fragments are pieces of sentences that have become disconnected from the main clauses. Some fragments are incomplete because they lack either a subject or a verb. Verb tense is a form taken by a verb to indicate the time at which the action has occurred or is occurring. Some of students made mistake in using the correct verb tense. They were confused in using tenses as to whether the event has happened already or will happen in the future. Verb tense is the verb used to indicate the time at which the action or statement occurs. Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject (the person or thing doing the action) is singular, its verb (the word representing the action) must also be singular; if a subject is plural, its verb must also be plural. Students also made errors in the redundant use descriptors because of not knowing when words are already used excessive and unnecessary because of lack of

vocabulary. Redundancy usually involves repeating something or adding information that is completely unnecessary. An adjective is a part of speech which describes, identifies, or quantifies a noun or pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting, instead of just one word, a group of words with a subject and a verb, can also function as an adjective.

| Errors | Type/s of Error | Justification | Correction |
|---|---------------------|---|---|
| It has a very long neck and long lags. | Redundancy | The adjective “long” was used redundantly. “lags” should be replaced by “legs”. | The giraffe has long neck and legs. |
| The feather colour’s white. | Word Usage | “Feathers are absent in rabbits. These animals have “fur” instead. | The feather is white in color. The rabbit’s fur is white. |
| Giraffe is an tall animal. | Article | <i>A is used with singular countable nouns that begin with a consonant. An is used with singular countable nouns that begin with a vowel.</i> | Giraffe is a tall animal. |
| She is have some account in social media. | Use of Linking Verb | “Is have” should be replaced by ‘has’ for third singular person ‘she’. | She has an account in social media |
| She has long hair and straight hair and black colour. | Run-on sentence | The students translated the Indonesian language into English directly and did not know the difference between singular and plural form. | She has a long, straight and black hair. |
| I have some idol from many singers on Indonesia. | Pronoun Agreement | “The word some is used as a determiner. It is used to modify nouns. Some can be used with both countable and uncountable nouns, show an indefinite quantity or number.” | I have an idol singer from among the singers in Indonesia. |
| The National munument is located at the centre of Merdeka Square. | Spelling | The word “monument” was misspelled. should be replaced by “Monument”. <i>“Everyone should use a dictionary or turn on Spell Check.</i> | The National Monument is located at the Centre of Merdeka Square. |
| Every class has doors, windows and stairs. | Punctuation | “Use commas to separate three or more words, phrases, or clauses in a series.” “Use commas to separate adjectives of equal rank.” | Every classroom has doors, windows, and stairs. |

Word usage is often used refer to the usage of the elements in the clause, elements, which are often realized by phrases or clauses rather than just one word such as subject, verb, object, predicate, and adverb. Indonesian word form is different from English word form. Some students made errors in using the word form in their composition. For instance, students misuse a word thus casting a different meaning and thought. An article is a word that is used with a noun to indicate the type of reference being made by the noun. English has two articles: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the *definite* article and a/an the

indefinite article. A linking verb is a verb connects a subjects to its predicate without expressing an action. A linking verb is used to re-identify or describe its subject.

Run on sentence has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been smooshed together instead of being properly connected. Pronoun is defined as a word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun's antecedent. Spelling is the process of writing a word correctly. The difficulty in writing word or words correctly can be attributed to the lack of knowledge, poor reading habits and lack of exposure. A good number of students misspelled even simple words. Punctuation is the practice of inserting various marks in written text in order to aid interpretation. It is used to indicate the relationship between words, phrases, and clauses. Period [.), comma [,], question mark [?], exclamation point [!], colon [:], semicolon [;], etc, are the kinds of punctuation marks.

CONCLUSION

The result of this study shows that the errors in the essays submitted by the students were mostly grammatical in nature, vocabulary shortage and inconsistency of ideas. The basic grammar rules that was used as reference to justify the errors made was simple but complete, easy to use and easy to understand. The current findings of this study have gone some way towards enhancing the understanding of categorizing and analyze the errors in English essays writing of the sixth semester students. The grammatical rules applied to justify the corrections made are the basic grammar rules that include capitalization, word usage, spelling, punctuation, sentence fragment, verb usage, use of article, verb tense, use of adjectives, subject and verb agreement, use of descriptors, linking verbs, pronouns, The distribution of the frequency of errors were as follows: subject and verb agreement, 16.22%, spelling, 14.41%; sentence fragment, 14.41%, run-on sentences, 9.91%, capitalization, 7.21%, redundant use of descriptors, with 7.21%, article, 5.41%, word usage, 4.5%, pronoun usage, 4.5%, punctuation, 4.5%, adjectives, 2.7%, errors on verb tense 1.8%, and misplaced descriptors, 0.9%. and the grammar exercises proposed by the researcher are practical and suitable to sixth semester students mental abilities and interest.

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